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ABSTRACT

In 1991, as part of a sabbatical leave project and in response to increasing enrollments of Hispanic students at Morton College (MC), a survey was conducted to determine the extent of cultural interference in the learning process, both in the student and in the instructor. The survey sought to check for areas of common concern among educators and to suggest ways to better manage students whose cultural background differed from that of the "traditional" student at MC. A total of 70 surveys were distributed to MC faculty and staff, requesting information about: (1) respondents' perceptions of the differences in learning styles of students from other cultures; (2) the educational expectations held by respondents of students from other cultures; (3) frustrations, misunderstandings, or difficulties encountered due to cultural differences; (4) skills lacked by students from other cultures; (5) topics to include in instruction to help bridge any cultural gap; (6) strengths exhibited by students from other cultures; (7) ways instructors and administrators can provide stronger role models; (8) classroom strategies; and (9) additional concerns. Surveys were returned by 19 staff members, for a response rate of 27%. This report presents a list of other activities undertaken as part of the sabbatical project; a rationale for conducting the survey; enrollment figures; a brief discussion of cross-cultural education; the survey instrument; individual responses to each question; and a summary of student responses to the faculty members' perceptions. The report concludes with information about learning styles and short guidelines for planning instruction based on learning style. (JMC)

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# Teaching Culturally Diverse Students In the Community College

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Cicero, Illinois
June 1991

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## METHOD

Before I embarked on the sabbatical leave, I distributed a questionnaire or Needs Assesment Survey to the faculty and staff at Morton College, including ESL part-time faculty. As I explained to the faculty during the Unit Meetings, and stated in the cover letter, the purpose of the survey was to assess the extent of cultural interference in the learning process, be it in the student or instructor.

The questionnaire was written so that respondents could answer in a few words or a sentence, but I invited respondents to write longer answers. Some answered in a YES/NO or Not Applicable format, most wrote in full sentences, and several got so caught up in the study that they wrote several pages, or answered in esssay format. Knowing that I could not address all areas of concern, I also invited respondents to mention areas not covered in the original questionnaire.

As I began to speak and meet with educators and human resource managers, they suggested that I send copies of the questionnaire to other community colleges and four year colleges that were experiencing rapid ethnic growth. One survey, for example, came back from a community college in upstate New York, where instructors are apparently frustrated by Native American attitudes towards time, a common concern to us here where Latinos adopt a similar attitude.

The point of the survey was to check for areas of common concern, and again, as stated in the cover letter, to suggest ways to better manage students whose cultural background is different from the more "traditional" student we have been accustomed to seeing at Morton College.

What spurred this study, aside from my interest in the subject (I had gotten involved in cross-cultural education as an outgrowth of my foreign-language teaching) was the rapid increase of Hispanics (in Morton' case, Mexicans) on campus. In 1982, the year I began to teach at Morton College, only 4% of students identified themselves as Hispanic. By 1990, based on total head count, about 27% of students identified themselves as Hispanic. Much of this increase has to do with the Amnesty Program, but it was clear that the students in our classes were different, had different needs, and that changes were occurring in all areas of the college, not just in the classroom.

Aside from compiling the survey, I attended several seminars, including:

• A two-day workshop, "Cultural Diversity in the Classroom," given by the Illinois Resource Center.

• A one-day seminar, "Celebrating Diversity," sponsored by the Board of Education of Chicago, which has mandated a cross-cultural curriculum.

• An eight-week course, "Cross-Cultural Education," which is now mandated by the state of Illinois for Supervisory Certification.

• A one-day workshop, "A World of Difference," sponsored by the Jewish Defense League

• The Chicago Asssociation of Commerce and Industry meeting led by the Human Resources Manager for Avon Corporation.

• Human resource managers who were sensitive to changing demographics and needs of the workforce, including Rush-Presbyterian Hospital and NORBIC (North Business and Industrial Council)

• Discussions and meetings with consultants to industry and education, such as International Orientation Resources, Kochman Communication Consultants, and the Center for Latino Research at DePaul University.

• Interviews with members of the Illinois Council of Community College Administrators who spoke at 1990 meeting "We Are the Future: Leadership in a Global Market."

• Searching and reading ERIC documents (summarized herein) that offered outlooks or solutions to challenges posed by minority student recruitment and retention.

• I also offered workshops and presentations to The Adult Education Advisory Council (with K. Jaycox) and the Cicero Association of Business and Industry.

## RATIONALE

Several factors at Morton College fostered my interest in this year's study.

The first factor was the increasing number of students at Morton College who identified themselves as Hispanic. Head count of this cohort rose from about 4% in 1982, the year I first started teaching Spanish at Morton College, to about 27% in Fall 1990. This figure reflects the current demographics in Cicero, but underepresents the Hispanic student population enrolled at Morton East, where it is roughly 59%.

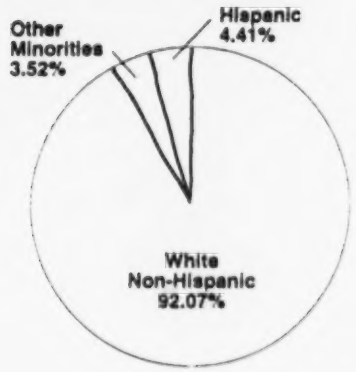
The total head count at Morton College was further boosted by the Amensty Program, in which the College participated, and in the number of students enrolled in ESL classes.

Secondly, I noticed that the number of students who elected to take Spanish proficiency exams was increasing. There were more exams being administered, there was a higher success rate, and more students welcomed the opportunity to receive as many as 16 credits for successfully passing exams in the Spanish sequence offered at Morton College.

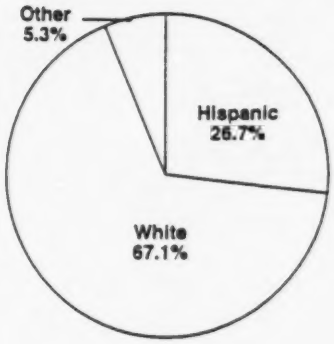
A third factor was the kind of student who was enrolling in Spanish classes. Whereas at first I was teaching students who needed a two-year sequence to transfer to a 4 year college, or a one year sequence to fulfill a humanities requirement, I was now seeing more adults who needed Spanish-speaking skills to do their jobs. Clearly, the demographics of the community were changing, and ministers, psychologists, law enforcement officials, social workers, psychologists, medical personnel, bankers, educators, and other professionals needed to communicate with their clients. This led to the establishment of Occupational Spanish classes, which have been very successful.

But perhaps the most important factor was that the instructors were beginning to experience the impact that Hispanic and other minority students were having in their class. It was the combination of the factors above, and my sincere concern to take a pro-active stance rather than a re-active stance to the educational process to ascertain how behavioral adaptations and learning styles impacted on class methodology and pedagogy.

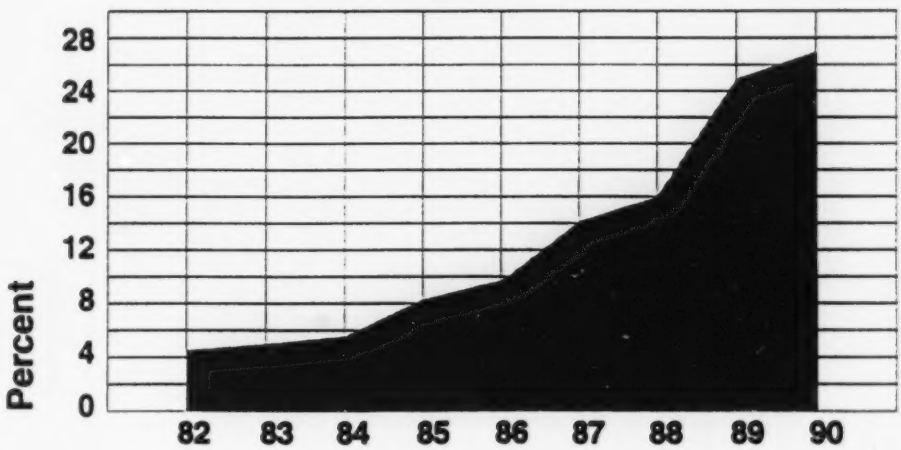
## ETHNIC ENROLLMENT
## Fall 1982



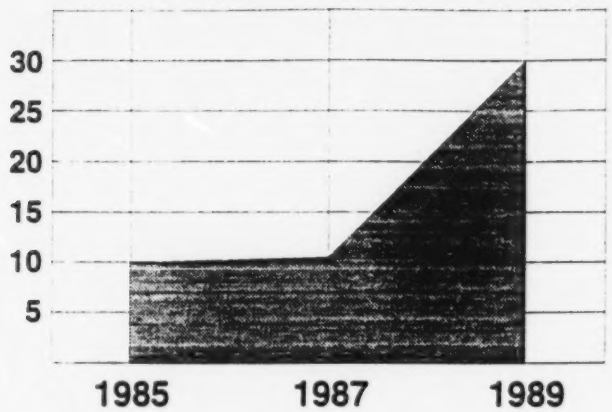

## ETHNIC ENROLLMENT
## Fall 1990



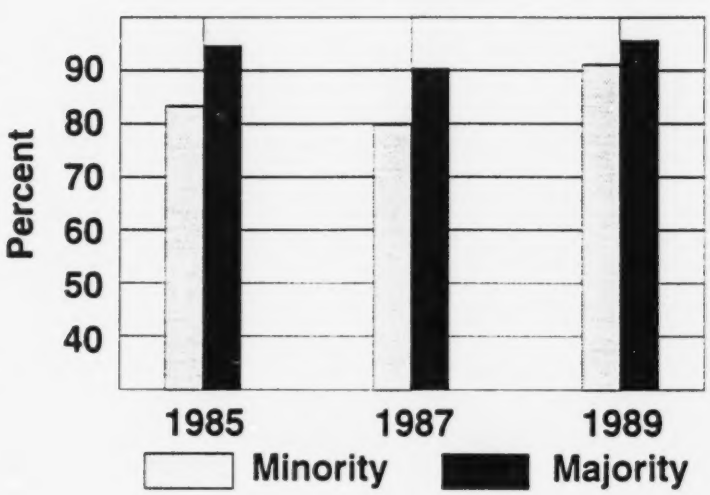

# Hispanic Enrollment
# 1982-1990



## Minority Freshmen Pursuing Degree/Certificate




## Freshman With High School Diplomas



## ACKNOWLEDGEMENTS

I wish to thank the administration, staff and faculty of Morton College for their contributions to this study.

My thanks to Dr. John Neuhaus for providing statistics and support, to Dr.Tony Spahr for help in designing the survey, to the Dr. Ericson and Bill Marrs for allowing my to present at their Unit Meeting, to Kathy Jaycox for her interest in the project and for enlisting the aid of the ESL instructors, to the faculty and staff who responded to the survey and to President Ferro who supported the project and presented it to the Morton College Board. I wish to thank the Board for allowing me leave from my teaching responsibilites in order to pursue this project.

One intent of this project was to sensitize faculty and staff to the changing needs of our students. The fact that I teach Spanish does not make me an expert on Latino or Hispanic culture, but it certainly is a culture (or cultures, to be exact) I am familiar with both through book learning, experience and travel. I did not set out to sensitize others to a specific culture, but to make instructors and administrators aware of the influence culture plays in an educational institution. The study was not meant to be culture-specific. While we are aware that the Cicero-Berwyn area has become increasingly Hispanic, common sense and demographers assure us that this will not always be so. But since the most dramatic increase has been Hispanic, and because the survey seems to reflect a need to know how to cope with this particular population. Several books currently address this issue.

Dr. Barbara Lotito 's *Entre Nosotros: Communicating with the Hispanic Client* (Newbury House, 1988) is a goldmine of information. Many selections from her "Raising Awareness" Chapters could stand alone and still make a wonderful contribution. Dr. Barbara Mujica's *Aquí y Ahora*, Holt, Rhinehardt, & Winston (1979) an intermediate text designed to develop cultural awareness. The "cultural notes" from James Hendrickson's *Poco a Poco* and selected *Hispanic Culture Capsules* (Gessler Publishing, 1986) have proven to be useful study aids for my language students. Should anyone want to delve further into these areas, they would find these resources useful, as they address many of the issues the faculty seemed concerned within the survey.

I also recommend *Comprehensive Multicultural Education: Theory and Practice* by Christine Bennett, Allyn and Bacon, 1990. This text and many helpful

handouts prepared by Ngoc-Diep Thi Nguyen formed the basis of the readings in the Cross-Cultural Education course presented by the Illinois Resource Center. Bennet's book provides an excellent overall view of the topic, and her chapters on learning styles, teaching styles, and other individual differences that influence classroom dynamics helped me to refine my own thinking on the subject.

## INTRODUCTION TO THE SABBATICAL PROJECT: CROSS-CULTURAL EDUCATION

This study began as a part of an area that has always interested me and has made my foreign languge teaching fun, and that is the teaching of culture. Formerly, when the aim of foreign language acquisition was to prepare one for literary scholarship or to make one well rounded, we taught what is now refered to as "big C" Culture. Another term for this might be Food, Faces and Festivals. We learned about famous people who represented achievements in that culture: architects, artists, writers, etc. We learned about foods common to the culture, which holidays were celebrated and how, and maybe some current events.

The reasons for taking a foreign language were different. A student might take German so he could read scientific papers, Italian to appreciate opera or to cummunicate with a grandparent, and Spanish to be able to read *Don Quijote* in the original. He might learn the names of famous leaders and major events in the history of the country, along with the knowledge that dinner is eaten in Madrid at 10:00 p.m. This kind of teaching led to a generation of students who could maybe read at the second year level or to converse in a stilted way that only characters of language texts spoke. To borrow a a line from a colleague, who once declared, "I took French II, went to Paris, and realized no one else knew how to speak French II." It also leads to the confession I often hear when people learn I'm a language teacher. "Oh, you're a language teacher. I took three years of (insert the name of any goreign language studied in high school or college) and I don't remember a thing."

Now the emphasis of learning a foreign language is on oral proficiency, that is, speaking rather than reading. The cultural focus shiftes to "little c" culture, often referred to as the fifth skill in foreign language teaching. And that kind of culture has to do with communication beyond words, or what social scientists refer to as the total behaviors that characterize a group of people. This kind of culture knowledge is every bit as important in sending and receiving messages as are words. In fact, some social scientists claim that it may make up as much as 80% of communication.

"Little c" culture is anthropological and sociolingual. "Big C" culture is aesthetic and historical. A knowledge of "little c culture" is absolutely essential if we are to become members of a world that is made up of multiracial, multilinguistic, and multicultural people.

If the outcome of learning a foreign language is to lead to interaction, then we must teach a functional awareness of culture, which basically varies from country to country but is an effort of a society to adjust to the basic needs of mankind: to obtain food, shelter, to organize politically, to maintain certain beliefs alive. This kind of culture is learned as we grow up. It is usually taught to us directly, and is modeled by our parents or other relatives. We learn it early, unconsciously, we don't question it, and it is usually internalized by the age of 6. Basically, we are taught what is right from wrong. What we are not taught is that what is right and proper in our culture may be very improper and offensive in another.

Take the case of a colleague who was going to be living in Ecuador. He spoke Spanish fluently, was aware of the cultural differences, and had a wonderful year living with his host family. Just before he left, however, his host took him aside and asked "I hope you won't be offended if I ask you a personal question, but what were you doing with your hand under the table whenever we sat down to eat?" What seems right to us often seems ridiculous or even questionable to others, and vice versa.

If we are to teach students from different cultures, and it is clearer than ever that the United States never was and never will be a melting pot, then we have to take these cultural differences into account, no matter what our curriculum.

## DISTRIBUTION OF THE NEEDS ASSESSMENT SURVEY

**Method:**

The needs assessment survey was developed with the help and input of Morton College administrators. The questions were asked in such a way that they could be answered with a simple "yes/no" or "NA" response or a brief sentence. Participants were encouraged to write longer responses if they wished, and to address related topics that had not been addressed in the survey.

The surveyor attended both the Transfer Unit Meeting and the Career Unit meeting to distribute the surveys and to describe briefly what the purpose of the survey was. The Continuing Education faculty was addressed through the ESL director.

A total of 70 surveys were distributed to Morton College faculty and staff. A total of 19 surveys were returned, a 27% response rate. Additionally, several surveys were distributed to selected administrators off campus.

MORTON COLLEGE 3801 S. CENTRAL AVE. • CICERO, IL 60650 • 708/656-8000

SABBATICAL PROJECT NEEDS ASSESSMENT SURVEY

Dr. RoseAnna Mueller

During the 1990-91 Academic year I will be on sabbatical leave. One of my projects is to investigate the behavioral expectations and learning styles of students from different cultural backgrounds.

I hope to prepare a report to address problems of a cross-cultural nature and to target institutional and classroom management adaptations to students with non-North American cultural backgrounds. I would appreciate your responses to all or any of the following questions and I welcome additional comments.

Feel free to answer in the space provided or to write longer responses on additional paper. I appreciate your input and hope to make it the basis of my research. Please leave completed questionnaires in my mailbox at your earliest convenient time.

If there is an item that is not covered in the survey that is of interest to you, please feel to suggest it. I will do my best to find an answer or possible solution.

BOARD OF TRUSTEES

Robert P. Balsitis, Chairman; Wayne R. Cichowicz, Vice Chairman; Patricia J. Fortunato, Secretary; James R. Donoval, Trustee; Mary H. Karasek, Trustee; Ronald A. Kiefer, Trustee; Robert C. Pechous, Trustee; Philip A. Mondrowski, Student Trustee

R. MUELLER NEEDS ASSESSMENT SURVEY

1. Do you find that students from other cultures have different learning styles than "traditional students"? For example, are they more visually oriented, more likely to want to be lectured to, more hands on, etc? Please elaborate based on your experience.

2. What educational expectations do you have of students from other cultures?

3. Please describe any frustrations, misunderstandings, or difficulties you may have encountered which you feel may be attributable to cultural differences.

4. What skills do these students lack that we need to concern ourselves with?

5. Are there specific topics we should include in our content areas to help bridge a cultural gap?

6. What strengths or skills do these students possess that we may capitalize on?

7. What can we do as teachers and administrators to provide a stronger role model to help students during their acculturation process?

8. What strategies have you adopted in your classroom to cope with any of the above problems?

9. Your additional comments, suggestions and concerns are welcome.

## SUMMARY OF NEEDS ASSESMENT SURVEY PATTERNS

### 1. LEARNING STYLES

1. don't know (4)
2. no difference (4)
3. tutorials work best
4. individual
5. rote
6. Asians are smarter
7. need more guidance
8. demonstrate and lecture
9. screen for LD
10. passive, shy
11. less time for homework
12. personality and familiy background influence

### 2. EXPECTATIONS

1. same (16)
2. too many groups to focus on
3. some cultures place higher values on education
4. settle for less.

### 3. CULTURAL DIFFERENCES

1. Hispanics have no value for deadlines. (9)
2. language difficulties (7)
3. none (2)
4. inadequate knowledge of academic process and procedure.

### 4. LACK OF SKILLS

1. linguistic, vocabulary, reading comprehension, following directions (16)

2. promptness, study habits, task organization, deadlines (4)

3. math skills

4. social skills (2)

5. American academic values.

**5. TOPICS OF INCLUSION**

1. Don't know (9)

2. American way of life and history (5)

3. Cultural diversity (3)

4. Importsnce of English (2)

5. punctuality

6. study skills

7. making up work

**6. STRENGTHS**

1. motivation, determination, desire to succeed, perseverance (7)

2. polite, respectful, willing to work, rich life experience, receptive to constructive criticism (5)

3. informed about their culture and heritage, have cross-cultural perspective, help broaden our views. (3)

4. don't know (3)

**7. ROLE MODELING**

1. don't know (7)

2. model importance of deadlines

3. maybe they don't want to acculturate

4. consistent academic behavior in dress and speech

5. encourage communication and personal association with teacher (2)

6. listen to problems, be patient, show you care (3)

7. understand cultural differences

8. use bilingual and bicultural models

9. don't shine spotlight on student.

**8. COPING STRATEGIES.**

1. Don't know (5)
2. patience, time, individual attention (5)
3. individual conferences (4)
4. enforce and clarify deadlines and attendance policies (2)
5. use overhead, board, handouts
6 direct to tutoring, academic skills, etc.
7. none
8. slower pace

**ADDITIONAL CONCERNS**

1. how much of these problems are part of general attitude? (6)
2. ESL students illiterate in own language (2)
3. Poor success rate leads to frustration on part of instructor and student (2)
4. Hispanic students value family above school
5. Advanced students should work with slow students
6. Provide faculty advisor in student's discipline.
7. Keep an open mind. (5).

**I. Your additional comments, suggestions and concerns are welcome.**

1. I'm not sure how much of this problem is cultural or linguistic and how much of it is part of a general attitude among students.

2. We need to distinguish between at least two categories of ESL student; those who are and those who are not literate in their national languages. Of late, I've noticed a greater degree of cliquishness.

3. We in nursing have a very poor success rate with the Mexican students. They hardly ever get beyond our entry-level courses. I see the problem as two-fold. They seem to have great difficulty "thinking American." Other cultural groups experience these problems as well. We must test with multiple choice questions, and they do very poorly. I have very little success with helping them. I think all of us in nursing could use assistance with these students. The second problem is reliability they seem undisturbed by tardiness, late assignments, etc.

4. The Hispanic students put schooling far below other commitments, especially if family related. I've had at least three each semester take off for family emergencies.

5. NA

6. NA

7. NA

8. Good luck! I am sure that you will impart as much or more than you gain in knowledge through your investigations.

9. NA.

10.Good luck.

11. NA

12. Having a more advanced student in the class work with the slower ones has proven very successful in my area.

13. It is a fact that students who have English as a second language have a lower success rate on the R.N. licensing exam. Also, my faculty has been aware of lack of comprehension of test questions and undoubtedly studying from texts, etc. as problematic. I'm not sure how to help these people.

14. NA.

15. Having a faculty advisor in one's discipline might be helpful. (in addition to counseling advisor.)

16. Good luck with your project.

## STUDENT RESPONSES TO FACULTY NEEDS-ASSESSMENT SURVEY

### I. LEARNING STYLES

Instructors should be more aware of how learning styles are related to culture. There is too much lecturing, which is an ineffective way to learn. They would welcome more opportunity to practice while they are in school. They would welcome more instructor contact. They enjoy working in groups and having the opportunity to compare ideas with each other as well as with the instructor.

As to the comment "Asians are smarter" they replied that perhaps more smarter Asians are attending school. There are intelligent people in all races.

They concur that teachers need to be more demanding and should push more. That is what makes them feel taken care of. No student should sit back and let the teacher do all the talking. Don't teach in a way that makes the student passive.

If we seem passive in class, it's usually an ESL problem. It just takes us a little longer to feel comfortable in class.

### II. EDUCATIONAL EXPECTATIONS

Educational expectations should be the same. The whole group needs to be encouraged. The teacher should motivate the whole as a team. Settling for less does not do anyone a favor. A person who is willing to settle for less doesn't really want to help people.

### III. CULTURAL DIFFERENCES

Hispanics are not the only ones who procrastinate. Some students miss deadlines and this causes them to drop out of class. Everybody has this problem, not just one group. What works against us is that society works different here. We don't know all the procedures. One way to explain the rules is through counseling. Another is to pay attention in class the first day.

All the students give the impression that they can come and go as they please. They don't care about attendance, and yet this should be the instructor's strongest policy. We know that students can't learn without going to class.

The students who do come think they can play in class, and professors act like they don't care.

We may have language difficulties, but knowing your own language is a problem for all—you never learn the all the terminology even in your own language.

## IV. SOCIAL SKILLS

You want to stay away from other groups because you don't feel comfortable. People are afraid to speak out. If you do well in class and get good grades, you alienate others who aren't working as hard.

The lack of vocabulary doesn't mean you are dumb. You may know the material anyway. It may be embarrassing to talk in class, but it doesn't mean you can't think or aren't getting the material.

## V. BRIDGING THE CULTURAL GAP

Some suggestions are to promote tutoring. Often you find out about it too late. An orientation session would help. People say they want us to become more American, yet we don't see an American culture. We are confused by the fragmentation of the family and realize that when the family stays together you get better results. Unless you have these values, you'll go nowhere.

American values seem so different. I've observed little respect for parents, for elders, for people in authority, and you see it in how people act in class. They talk, they are impolite, they use rude language. It makes it hard to socialize, you feel the cultures don't match. Students show disrespect, they make fun of teachers, they waste time in class. If this means being an American, we don't want to be like them.

## VII. ROLE MODELING

We want the good things: education and job opportunity. Teachers should act like teachers. This is the most important thing. Show respect to your students and encourage them to be a part of the class. Act like you are interested in the subject.

Show you care. Teachers should understand different cultures. Class work should count for more. One thing we are very unfamiliar with is the open book test. Why give this kind of test? Tests should reflect lectures and class work.

More quizzes are needed to assess daily and weekly progress, to see who is paying attention. In some classes, people come to talk and don't pay attention. Why bother to come to class? In some cases, teachers pay attention to only a few students. Instead, they should motivate the whole class.

In some ESL classes, students are afraid of speaking out. Teachers recite their lesson plans, and there is little student involvement.

## VIII. COPING STRATEGIES

What we need is practice, time, and individual attention. Instructors should use more visual aids, overheads, boards, handouts. If I hear it, read it, and see it, I remember more.

More tutoring would be helpful. A slower pace in class slows everyone down, and that's not fair. Some students only do what they have to—study for midterm and final and don't care what happens in between. They only care about a grade, not what they learn.

Professors should work on improving their reputation. They are responsible for students learning, but often won't take the responsibility. If they are too easy, that won't help the student. Some teach like they are in grade school. It would help to create an atmosphere of mutual respect.

## IX. ADDITIONAL CONCERNS

We feel that what we have been talking about is part of a general attitude. ESL classes are boring if you are educated and the rest are illiterate. Placement tests should show how much knowledge you have in your own language.

As for putting a high value on the family, we think this is a positive thing. A person succeeds if he is connected. We want our teachers to know what a stress this creates—wanting to become American and yet showing concern for both our family and our schooling. They don't know what it's like to be an outsider. We want to get ahead as fast as possible, but we won't cheat.

Americans cheat. We see them cheat when they take exams. It seems like part of the culture. The teachers either don't see or pretend not to see. The students appear to be going through the motions of getting through, they are not really interested in learning the stuff. They know they have to do it, but they don't want

to do it.

Sometimes teachers don't explain the applications. Math class is just numbers. Why not show how a concept is used in scientific research?

As for working in groups, I don't mind helping people. If I try to work on a project with them, they interrupt, they can't keep their minds on the subject, they act like they are not really interested in school, and they try to get me off track.

As far as wanting teachers to be our mentors, only if we can get the good ones. I don't want the ones who can't teach well. Some teachers feel threatened by the student. That person wouldn't make a good advisor. Others, on a matter of principle, tell you that they never give A's. Why work for these people?

Students talk about these things, about teachers' reputations, it gets out, the bad relationships with the students. We compare notes, especially if several teachers are teaching the same course. We know who goes more slowly, who doesn't cover the material, and we won't sign up for that teacher. To us, the most important thing is to learn.

**ADDITIONAL CONCERNS**

Some procedural changes are recommended for the future. The school should find out what students think, and you're not going to find out through a survey.

There is a need for more advisors, for people to explain how the system works. Our LEP Specialist helps students. He's someone we can talk to. Although his job is not that of an advisor, that is what he does. We need more people like him.

Class time should be better used. Why do things in class we can do at home?

Bilingual tutors would be helpful, but ESL teachers should not speak Spanish in class..

Teachers need to be more demanding. We are not here to play, we are here to learn.

## A SUMMARY

A. GENERAL:

- Teachers teach the way they prefer to learn
- Culture practices influence our learning preference (culturation)
- A person's first learning preference may be complemented by a secondary, less efficient modality
- A person's personality and affective tendencies are closely related to his/her preferred learning style
- A specific cultural group tends to reward specific learning style(s)

B. I. LEARNING CHANNELS / PERCEPTUAL STYLE

- Each learning task requires the use of different channel(s) (kinesthetic, tactile, audio, visual; senses vs intuition)
- In any given classroom, each student has a preference in using learning channels

II. PSYCHOLOGICAL PROCESSES / COGNITIVE STYLE

- Each learner has a preference of how to process information (abstract vs concrete, random vs sequential, global vs discrete)
- Memory is a vital psychological function in information processing
- We remember best things we feel compelled to remember
- Repetition and rehearsal (3 ) are necessary in order to store information in long-term memory

III. SOCIOAFFECTIVE / CONTEXTUAL PREFERENCES

- Each learner has a preference for a physical environment of learning (sound, light, temperature, design)
- Learners have different preferences in the social aspect of learning (self, pair, team, adult, varied; competition vs cooperation)
- Given a learning task, the degree of emotional needs varies across learners (motivation, persistence, responsibility, need for structure)

## STRATEGIES FOR PLANNING INSTRUCTION FOR AT-RISK STUDENTS BASED ON LEARNING STYLE

1. Identify and match student's learning style strengths, especially perceptual and psychological abilities.
2. Share learning styles information with students.
3. De-emphasize skill work requiring a strongly analytic learning style.
4. Begin lesson globally.
5. Use a variety of methods in teaching.
6. Involve tactile and kinesthetic modalities of learning and include visuals.
7. Provide appropriate amount of learning structures.
8. Allow students to work according to sociological preferences.
9. Establish quiet work areas away from noisier areas.
10. Create at least one "work area".
11. Experiment with scheduling most difficult/demanding subjects during late morning or early afternoon.
12. Begin lesson with students' strengths; reinforce with weaker modality.
13. Teach students the "other style".

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Source: Maria Carbo and Helene Hodges. (adapted)